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SPECIAL TEACHING METHODS AND PRINCIPLES OF IMPROVEMENT OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT

This article aims to reform the system of preschool education and training, the introduction of modern curricula, advanced information and pedagogical technologies, to provide comprehensive intellectual, spiritual, moral and physical development of children in the learning process, and their preparation for school. to develop modern standards, to prepare children for learning, to develop a healthy, advanced, independent personality, to reveal their abilities, to develop their interest in learning and systematic learning, to solve existing problems and to solve them. information on special measures and methods of education and upbringing to improve preschool education.

Key words: preschool, reform, intellectual, innovative programs, initiative and creative ability.

INTRODUCTION

The President of the Republic of Uzbekistan, Mirziyoev, adopted a series of decrees and resolutions on the Strategy of Action for the Further Development of the Republic of Uzbekistan for 2017-2021 and further improvement of the system of preschool education. It provides the conditions for comprehensive intellectual, moral, aesthetic and physical development of children, taking into account the best international practices, improving the quality of pre-school education, radical improvement of the quality of preschool education in the world, the introduction of international experience in the educational process. the introduction of the most widely used modern educational programs and technologies, training and advanced training of pedagogical staff.

Socio-economic, spiritual and educational changes that are taking place at the present stage of development of society, radical reforming the education system, its complete eradication from past ideological ideas and failures, at the level of developed democracies. The need for increased efficiency through the training and training of highly qualified personnel that meet ethical and ethical requirements. According to the Regulation on Preschool Education in the Republic of Uzbekistan, a child receives preschool education in the family and in preschool. On this basis, it is important for staff working in preschools to establish and maintain family relationships. Preschool education should be based on the principles of collaborative pedagogy, which is based on a humanistic and creative approach to education.

Material and methods. One of the many tasks is the introduction of modern educational programs, advanced information and pedagogical technologies, ensuring the comprehensive intellectual, spiritual, moral, as well as physical development of children in the educational process, improving their preparation for school, creating modern standards for preschool education, creating innovative programs in the system learning.

The main purpose of preparing children for school is to enhance their professional knowledge and culture. The effectiveness of the preparation of children for school is directly related to such important factors as the modern equipment of pre-school educational institutions, the provision of qualified teachers, cooperation of the institution with family and community, the use of advanced technologies in the educational process.

Results and discussion. The aim of preschool education is to prepare children for learning, to form

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a healthy, advanced, independent personality, to reveal their abilities, to develop their desire for learning and systematic education.

The analysis of the best world practices is aimed at creating conditions for the development of preschool children in modern preschool educational institutions, demonstrating the potential of positive socialization of the child, his individual moral and intellectual development, initiative and creative abilities based on preschool activities. See opportunities for communication with adults and peers in communication.

One of the main tasks facing us is the further improvement of the system of preschool education, the creation of an effective system of public administration, the expansion of the state and non-state network of preschool educational institutions, the strengthening of the material and technical base, the provision of qualified teaching staff, a sharp increase in the enrollment of children in preschool educational institutions .

There are a number of systemic problems and shortcomings that impede the successful implementation of state policy in the field of preschool education development:

- insufficient number of preschool educational institutions to ensure full coverage of preschool children
- low level of preschool education in rural areas;
- insufficient material and technical condition of preschool educational institutions;
- lack of pre-school educational institutions with qualified teachers;
- lack of managerial personnel in the system of preschool education and their low qualifications;
- lack of awareness of parents about the positive aspects and advantages of preschool education in shaping the personality of the child;
- lack of modern teaching materials and visual aids;
- low level of technical equipment and methodological support of preschool educational institutions for children with special needs;
- the quality of medical services in preschool educational institutions and in addition, the mismatch of medical personnel with modern requirements became apparent thanks to the research.

One of the main problems in solving current problems is staffing. Particular attention is paid to the training, retraining and scientific potential of staff working in preschool educational institutions and government, which will help solve many problems in the system.

By the decision of the Ministry of Preschool Education of the Republic of Uzbekistan and the Charter of the Institute for Retraining and Further Training of Heads and Specialists of Preschool Educational Institutions of November 21, 2014 No. 929, the following tasks were set:

- retraining and advanced training of leaders and teachers of the preschool education system, raising the spiritual and moral level of scientific and pedagogical personnel, their training, methodological support of the preschool education system, the introduction of advanced pedagogical technologies;
- the introduction of modern innovative pedagogical technologies, effective forms and methods of training and education in the educational process, in particular in the practice of non-state preschool educational institutions;
- further improvement of the quality and content of teaching materials, didactic materials, fiction, reflecting the national cultural and historical values of preschool education, an increase in the number of games and toys;
- Organization of methodological work to increase the efficiency of preschool educational institutions;
- Strengthening the skills of managers and specialists in the organization and monitoring of educational work and assessing the quality of preschool education;
- international coverage of the achievements of our country in the field of preschool education through the strengthening of international relations, conferences, exhibitions and other events, cooperation with similar international preschool organizations operating in Uzbekistan;
- organization of non-long-term seminars for professional development and the exchange of best practices with the involvement of teachers from foreign preschool organizations.

In addition to the above tasks, we need to improve the skills of specialists in preschool education, provide learning opportunities based on the needs and requirements of students, and expand their knowledge with the help of alternative programs.

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Alternative education is seen as a tool that promotes personal development, which is understood not only by the programs used with different contents (education, advanced training, advanced stages), but also by programs that differ in ways, forms and technologies. Consequently, education is a form of learning that is adapted to the personality of the student, taking into account their capabilities and needs.

We consider it appropriate to classify the specialists involved in the preschool education system in professional development. This is due to the fact that only 5 years, 10 years and other specialists have been working in the system. Among them there is a need for specialties, psychology, elective courses, information and communication technologies, and so on. It can be fun for a new professional when it comes to training beginners with many years of experience in pre-school education, but the process can be intimidating for those with many years of experience. They may not be interested in hearing what they already know. The purpose of the training is to inform students about the latest innovations in the system of preschool education and familiarize them with the analysis. Each year, for students, one of the most important tasks is access to modules, creating interesting programs and improving the skills of students. Given these circumstances, the use of alternative educational programs for the training of managers and specialists of preschool institutions, based on the needs and needs of trainers of training modules, gives good results.

In our opinion, the preschool program should be divided into two parts: the basic and the part formed by participants in educational relations (often referred to as alternative).

The alternative part is not a separate document in the program, but a part of each section (target, substantive and organizational). For the convenience of the program and its evaluation, it is advisable to indicate the title of this section on a new page.

Educational needs, the interests of students, their wishes and teachers, as well as interest factors should be taken into account in order to create a variable part of the program, in particular:

- the specifics of the socio-cultural, economic, climatic and national conditions in which the educational process takes place;

- choose such forms and programs of professional development as possible, taking into account the needs and interests of specialists of NTTs, as well as the capabilities of the teaching staff;

- supporting the interests of the teaching staff of the organization in accordance with the goals and objectives of the Program;

- traditions of the organization (group).

CONCLUSIONS

That is why, at the initial stage of this part of the Program, it is necessary to monitor the interns, their educational needs, interests and factors of interest.

In conclusion, it is important to note that advanced, scientific, well-educated specialists in the system of improving the qualification system constantly study and practice preschool education and develop alternative programs for the professional development system for further development and improvement of the system.

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